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A STUDY OF THE UNITS OF CREDIT IN SOCIAL SCIENCE OFFERED BY ENTRANTS  
TO SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC  
ARTS IN THE SCHOOL YEARS 1951-'52 AND 1952-'53

By

Ethbert Ray Brown

A problem submitted to the  
Graduate Faculty in partial fulfillment of  
the requirements for the Degree of  
Master of Science  
South Dakota State College  
of Agriculture and Mechanic Arts

July, 1953

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The writer wishes to express his appreciation to Dr. Clinton R. Wiseman, Head of the Education Department at South Dakota State College, and to other members of the faculty for specific and helpful suggestions during the study of this problem.

The writer also wishes to acknowledge the cooperation of the Registrar's Office for making available the transcripts used in this study.

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## SECTION I

### INTRODUCTION

#### Purpose and Aims of the Study

The purpose of this problem is to determine from the transcripts of graduates of accredited South Dakota high schools the number of units of credit in Social Science that were offered for admission to South Dakota State College of Agriculture and Mechanic Arts in the school years of 1951-'52 and 1952-'53. (South Dakota State College of Agriculture and Mechanic Arts shall hereinafter be referred to as State College.)

Specifically stated, the aims of this study were as follows:

1. To determine the mean total amount of Social Science offered by entrants from South Dakota high schools when they were admitted to State College in the school years of 1951-'52 and 1952-'53.

2. To determine to what degree the entrants to State College have met the South Dakota minimum legal requirements in Social Science for high-school graduation.

3. To show to what degree these entrants' offerings in Social Science have varied for the graduates from large, medium and small high schools.

4. To show the difference in amounts in the offerings in Social Science made by men and women entrants.

5. To show the number of units, in the different fields of Social Science, offered by the average student entering State College.

The population of the study are samples of entrants to State College in the years 1951-'52 and 1952-'53 who are graduates from accredited high schools from the state of South Dakota.

### Delimitation of the Study

The five specific aims of this study serve as limiting factors. Because the population studied in this problem was composed of entrants at State College in the years 1951-'52 and 1952-'53 from South Dakota high schools, the problem cannot concern itself with entrants to other institutions or other dates. The problem is not to be interpreted as an attempt to analyze any general situation except those specifically stated as the aims of the study.

### Definition of Terms

Some confusion has resulted because the two terms "Social Science" and "Social Studies" have been used interchangeably by many educators. It was deemed necessary that a statement be made as to the usage of the term "Social Science" in this study.

Carr, Wesley and Murra, in the Encyclopedia of Educational Research, define "Social Studies" and "Social Science" and distinguish between the meaning of the terms as follows:

The term "social studies" indicates a field composed of such subjects as economics, sociology, geography, civics, history,...The social studies constitute a field whose content deals directly with human relationships...For the sake of clarity it is well to distinguish between the social studies from the social sciences. The latter are bodies of scholarly material which deal with human relations. They are products of research, thought and experience. On the other hand the social studies are those portions which have been selected for instructional purposes. The social sciences possess broad social utility; the social studies are specifically instructional. The teacher of social studies must be a student of social science, but fully as important, he must be a curriculum maker.<sup>1</sup>

It should be understood that when the term Social Science is used in this problem it is used as meaning those sections of Social Science

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1. Edwin R. Carr, Edgar B. Wesley and Wilbur F. Murra, 1941 ed., "Social Studies" in Encyclopedia of Educational Research, pp. 1213-4.

that have been used in recent years as subject matter in South Dakota high schools. As indicated by Monroe, Social Studies is merely a vehicle by which Social Science subject matter is carried to the high-school student, necessary only because of his immaturity. Because the writer is interested in Social-Science subject matter offered by entrants to State College, it will be referred to as Social Science throughout this study.

By the term "offering" is meant what the entering student offers the college in evidence of high-school preparation in any subject.

#### Status of Social Science in Literature

In the year 1951 there were more new books and revised editions in books dealing in Social Science published than there were books of fiction. According to the Publishers' Weekly the American Book Trade Journal, 2,133 new and revised books in Social Science were published as compared to the 2,135 published for fictional reading. There were 9,120 new and revised editions of non-fiction (serious) books published of which 2,153 dealt with Social Science. Social Science publications and revisions accounted for about twenty-four per cent of the total 9,120 non-fictional books published in that year.<sup>2</sup>

#### Social Science in South Dakota High Schools

Chapter 15.3104 of the School Laws of the State of South Dakota states that "instructions" in the subjects of the federal and state Constitution are required. Such instruction is to be begun not later than the eighth grade and continue through high school to an extent to

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2. The Publishers' Weekly the American Book Trade Journal, Vol. 163 No. 4, Jan. 24, 1953, Annual Trade Statistics, p. 277.

be determined by the Superintendent of Public Instruction.<sup>3</sup> By the power thus vested in him, the Superintendent of Public Instruction issued certain directions setting up courses in Social Science to be offered and taken in high school. In Bulletin 21A two units of Social Science are required for high-school graduation, of which one-half unit of United States History and one-half unit of American Government, or their equivalent are required.<sup>4</sup> The State Department also names certain school subjects within the Social-Science area and sets up the regulations for the high schools. The Social-Science subjects listed below contain United States History and Government and the electives which the State Department<sup>5</sup> prescribes or suggests to be taught in high school. Any deviations from this must be approved by the State Department.

	Maximum Units Allowed Toward Graduation	Year Subject Should be Offered
Ninth-grade Social Studies	1	9
World History	1	9-10
U. S. HISTORY	$\frac{1}{2}$ -1	9-10
GOVERNMENT	$\frac{1}{2}$	11-12
Economics	$\frac{1}{2}$	11-12
Sociology	$\frac{1}{2}$	11-12
International Relations	$\frac{1}{2}$	11-12
World Geography	$\frac{1}{2}$ -1	10-11
<b>Social Relations</b>	$\frac{1}{2}$ -1	11-12
Psychology	$\frac{1}{2}$	12

#### Social Science Classified As to Subject Matter

The subjects offered by the entrants as Social-Science high-school credits were divided into six classifications as to subject matter: History, Government, Economics, Sociology, Geography, and Psychology.

3. The School Laws of the State of South Dakota, 1951, p. 96.

4. Bulletin 21A, Secondary School Standards A Handbook of Policies, Standards and Regulations, p. 22.

5. Ibid., p. 20.

For the purpose of tabulating the raw scores taken from the transcripts, each field was subdivided into subjects. The actual tabulation presented some difficulty because subjects with apparently the same content sometimes were given under different names. For example, United States Government, American Government, Constitution, Growth of the Constitution, Civics, United States Civics, et cetera were arbitrarily tabulated under American Government.

Another problem in tabulating was the number of fused courses offered on the transcripts such as Modern Problems, Problems of Democracy, World Work, et cetera. These courses contain elements of Sociology, Economics, Psychology, and Government. They were arbitrarily classified by the writer. In case of doubt as to the content of the courses inquiry was made and the course was classified in the closest related field.

#### Evidence of Vital Interest in Social Science

Added evidence of the vital interest taken by educators and men of research in Social Sciences is attested to by the fact that of the 11,040 doctorates distributed on research dissertations in the years 1947, 1948, and 1949, 2,382 were in the fields of Social Science.<sup>6</sup> This is approximately twenty-two per cent of all doctorate titles. Recognition of the desirability for the study of Social Science is evidenced also by the fact that Social Studies occupy a place second only to English in our schools.<sup>7</sup>

Each college or university has its peculiar problems, especially tax-supported institutions, which serve a rather specifically defined

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6. Arnold H. Trotter & Marion Harmon, Doctoral Dissertations Accepted by American Universities, 1943-1949, (No. 16).

7. Harry W. Rivlin, Encyclopedia of Modern Education, p. 744.

area, as does State College. It appears quite evident that youths seeking entrance to a theological seminary or a law school would have selected different high-school curricula than those who seek to be engineers or professional soldiers. By the same token, it would appear that the large percentage of students who choose to attend a college of agriculture and mechanic arts, especially from a predominantly agricultural area would offer transcripts a little different from any other school.

Dr. Clinton R. Wiseman, Department Head in Education, made a study of the offerings in science and mathematics of applicants for admission to State College. It was because of a suggestion by Dr. Wiseman that the present study was made in Social Science. His concern in secondary-school preparation for college is clearly indicated in the following quotation:

The matter of entrance credit from high schools for students entering college is a perennial problem. Both the high schools and college are anxious that the entrants succeed in college. For that group which goes to college then the preparation for college is important. Naturally part of this attention has been given to the related fields of science and mathematics. Colleges have been trying out various predictions of general and specific college success. In these studies both science and mathematics have come in for their share of attention both as to the amounts in certain fields and the quality of work done in these fields in high school. Departments of science and mathematics in college have sometimes been disturbed by the apparently small amounts of such work presented for college entrance. This is particularly pertinent for pursuit of work at State College...<sup>8</sup>

The same interest in college entrance credits has been expressed by other department heads whom the writer interviewed.

The college should be keenly interested in adjusting its curricula

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8. Clinton R. Wiseman, A Study of High School Entrance Credits in Science and Mathematics, p. 1.



to take advantage of what is offered them by beginning students when they are admitted to State College.

Because admission is an important function of every college and university,<sup>9</sup> institutions of higher learning can profit by scientific investigation into the background and academic proficiency of those who choose to pursue higher learning within their gates.

A study of the early colleges in the United States shows that admissions were made through interviews between a competent college official and the prospective student to determine whether or not the applicant was suitable college material. The final decision was determined from the results of the interview.<sup>10</sup>

As the colleges grew larger, because of greater demand for higher learning, the need for a standardized method of admissions led to the development of official transcripts of credits as evidence of the acceptability of an applicant to a school of higher learning. The writer obtained the data used in this problem from accredited high-school transcripts.

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9. F. W. Reeves and J. D. Russel, "Admission and Retention of University Students," in Encyclopedia of Educational Research, p. 262.

10. Ibid., p. 263.

## SECTION II

### METHODS AND PROCEDURE

This study deals with Social-Science high-school credits used for entrance at State College, the sampling of which was obtained at the Office of the Registrar at State College.

#### Selection of Transcripts

The decision was made that a sampling would be taken, rather than tabulate all the transcripts. The decision was also made to use samples for each of the two school years, 1951-'52 and 1952-'53. By this, the high-school graduating seniors of June 1951 were mainly included in the first group and the seniors of June 1952 made up the second group. It was, however, possible that students graduating at an earlier period did not register as freshmen at State College until the year of 1951-'52 or 1952-'53. Such, therefore, were included in the sampling.

The Campus Directory for the school year of 1952-'53 was used for the purpose of selecting the transcripts used in this study. From this directory, containing 340 names of sophomores, 300 of whom listed home addresses as South Dakota, every second name was chosen. Only the folders which contained transcripts were taken. These samples constituted forty-six per cent of the 319 transcripts used in this study (see Table I). The folders for the names thus chosen were examined for the offerings in Social Science by these entrants to State College and these were entered on specially-made tally sheets, one for each entrant.

The Campus Directory contained 860 names designated as freshman of whom about 700 gave their home addresses as South Dakota. The names in this group were chosen in the same way as the sophomores were, except

that every fourth name was chosen. From these, 171 transcripts were taken constituting the remaining fifty-four per cent of the transcripts used.

For practical purposes, the decision was made that the entrants in 1951-'52 school year at State College be referred to as the 1951 group and the entrants in the 1952-'53 year be referred to as the 1952 group (see Table I).

TABLE I. NUMBER OF TRANSCRIPTS TAKEN FOR THE SCHOOL YEARS 1951-'52 AND 1952-'53 FOR THE SAMPLE

Year Group	Number of Transcripts Taken	Percentage of Whole Sample
1951 Group	148	46
1952 Group	171	54
Total	319	100

The composite sample from the two different school years provided a wider base. Throughout the report the two groups will be treated and referred to as the sample.

#### Classification of High Schools As to Size

High schools were arbitrarily classified as to size as A, B, and C schools. The A (large) high schools had enrollments of 400 students or over; the B (medium) high schools had enrollments of 100 to 399; and the C (small) high schools had enrollments of less than 100.

TABLE II. TRANSCRIPTS USED FOR HIGH SCHOOLS CLASSIFIED AS TO SIZE AS A, B AND C SCHOOLS

High Schools by Size	Number of Transcripts Taken	Percentage of Whole Sample
<u>A</u> (large)	54	17
<u>B</u> (medium)	165	52
<u>C</u> (small)	100	31
Total	319	100

Seventeen per cent of the transcripts used in the study were taken from A schools, fifty-two per cent were taken from B schools, and thirty-one per cent from the C schools. These percentages run very close to the actual ratio of enrollment at State College; approximately 2:5:3, from the A, B, and C schools, respectively. The sample was adjudged as satisfactory for the study.

#### Accuracy of Data

All raw scores were rechecked against the transcripts for accuracy. Derived scores were double checked and balances were tabulated.

Numbers, percentages, fractions and ratios were "rounded" where practicality demanded it according to common statistical practice and custom. Wherever practicable, a calculating machine was used in this problem.

#### Summary of Section II

Of the total of 319 transcripts used, forty-six per cent were taken from the 1951 group and fifty-four per cent were from the 1952 group. They were taken from the two groups for the purpose of enlarging the base of the sampling by adding the one group to the other for composite sample. The groups for the separate years were not treated separately.

The high schools were classified as to size. Seventeen per cent of the total entrants considered came from A (large) high schools, fifty-two per cent came from B (medium) high schools, and thirty-one per cent came from C (small) high schools.

### SECTION III

#### DIFFERENCE IN SOCIAL SCIENCE OFFERINGS IN TERMS OF SUBJECTS AND UNITS OFFERED BY FRESHMAN ENTRANTS ACCORDING TO SEX AND SIZE OF HIGH SCHOOL

The first four specific aims (page 1) of this problem listed to be dealt with were as follows:

1. To determine the amount of Social Science offered by entrants, from South Dakota high schools, when they were admitted to State College in the school years of 1951-'52 and 1952-'53.
2. To determine to what degree the entrants to State College have met the legal requirements in Social Science for high-school graduation in the state of South Dakota.
3. To show to what degree the entrants' offerings in Social Science have varied for the graduates from large, medium and small high schools.
4. To show the difference in the offerings made by men and women entrants in the field of Social Science.

#### Transcripts in Social Science from A, B, and C Schools

The sampling produced thirty-eight men's transcripts (see Table III) from A class schools, 112 men's transcripts from B class schools, and sixty-eight transcripts from C class schools. The sum of the men's transcripts from A, B, and C high schools was 218 or sixty-eight per cent of the 319 transcripts taken.

TABLE III. NUMBER OF MEN AND WOMEN TRANSCRIPTS FROM  
A, B, AND C HIGH SCHOOLS

Groups	High Schools by Size			Total	Percentages
	A	B	C		
Men	38	112	68	218	68
Women	16	53	32	101	32
Total Number	54	165	100	319	
Percentages	17	52	31	100	100

The women accounted for sixteen A transcripts, fifty-three B transcripts, and thirty-two C transcripts. They also accounted for the re-

aining thirty-two per cent of the samples. The totals for transcripts from the A, B, and C schools check with the totals by years, (see Table I).

According to the record in the Registrar's Office for freshman entrants in the fall and winter terms of 1951 and 1952, the percentage of women enrolled was approximately twenty-four per cent of the total, or about eight per cent less than produced in the samples taken in this study.

#### Comparison of Social Science Offerings of Men and Women

In this study the number of mean units offered in Social Science were about the same for the two sexes.

TABLE IV. NUMBER OF UNITS OFFERED IN SOCIAL SCIENCE BY MEN AND WOMEN IN A, B, AND C HIGH SCHOOLS

School- Size Group	Students	Number of Students	Units of Social Science Offered	Mean Units	*Weighted Mean Units
<u>A</u>	Men	38	116.5	3.06	
	Women	<u>16</u>	<u>41.5</u>	2.59	
	All Students	54	158		2.92
<u>B</u>	Men	112	313.5	2.80	
	Women	<u>53</u>	<u>147.5</u>	2.78	
	All Students	165	461		2.79
<u>C</u>	Men	68	226	3.32	
	Women	<u>32</u>	<u>101</u>	3.16	
	All Students	100	327		3.27
Totals	All Men	218	656	3.01	
	All Women	<u>101</u>	<u>290</u>	2.87	
	All Students	319	946		2.96

\* The weighted mean is used because of the uneven number of men and women.

In Social Science offerings by entrants at State College the men and women offered 3.01 and 2.87 units respectively. The weighted mean offering for men and women together was 2.96 units per student. The group which deviated the most from the mean was the 16 women in the A class. They deviated slightly more than one-third of a unit from the mean (not shown in

Table IV). Because of the small number of samples taken in the women's A group, the difference could have been due to chance in sampling. The range of mean units of the men and women in the three size-groups of high schools was three-fourths of one unit. The men in the C class high schools were the highest with a mean of 3.32 and the A class women were the lowest with a mean offering of 2.53 units.

Because of the closeness of men and women on Social Studies units, no further notice was taken throughout the tabulations and interpretations as to sex differences in credits of Social Studies offered for entrance credit.

It might be of interest to note that the Wiseman study (previously mentioned) showed that there was a rather sizeable difference between the number of offerings of men and women in both science and mathematics at State College.

Units of Different Social Science Subjects Offered

For Entrance to State College

The 319 transcripts examined in this problem produced 946 units of Social Science making a mean offering of approximately 2.96 units per student. The proportionate amounts in each Social Science subject are shown in Table V.

TABLE V. UNITS OF DIFFERENT SOCIAL SCIENCE SUBJECTS OFFERED  
IN THE SCHOOL YEARS 1951-'52 AND 1952-'53  
(319 Transcripts)

Courses Offered	Total High School Units Offered	Percentage of Total Offered	Mean Units Offered
History	538.0	57.0	1.686
Government	171.5	18.0	.538
Sociology	140.0	14.8	.429
Economics	68.0	7.2	.213
Geography	14.5	1.5	.045
Psychology	14.0	1.5	.044
Total	946.0	100.0	2.96

Note: History is normally given as a full-unit subject and the other courses are normally given as half-unit subjects.

Almost fifty-seven per cent of the average entrant's offerings in Social Science was History. Government accounted for 18.1 per cent, Sociology 14.8 per cent and Economics, Geography and Psychology accounted for the remaining 10.2 per cent.

The reason that History looms up so strongly in percentage in the total units, and in the mean units offered is because it is offered mainly as a whole-unit subject and often prescribed, whereas Government, Sociology, Economics, Geography and Psychology are normally given as one-half unit offerings.



### Variations in Social Science Offerings Which are State Requirements

As previously indicated in this study, the state of South Dakota, through the State Department of Public Instruction, sets up certain legal requirements for graduation from high school in accredited schools. These requirements specify that each graduate shall have had at least one unit of work in both American History and American Government, that two units of Social Science is a minimum for graduation, and that no more than one unit of credit in any one Social-Science subject shall be allowed. In this study, the course Problems of Democracy was counted as American Government. It was offered mainly as a full unit.

TABLE VI. TRANSCRIPTS SHOWING INCOMPLETENESS IN SOCIAL SCIENCE OF TRANSCRIPTS OFFERED AT STATE COLLEGE

Number of Transcripts	School-Size Groups			Totals
	<u>A</u>	<u>B</u>	<u>C</u>	
	54	165	100	319
<u>Amounts of Credit Considered</u>				
Less than two Social Science units	0	5	1	6
Deficient in American History	*1	3	1	5
Deficient in American Government	**3	13	19	35
Totals	4	21	21	46

Note: No transcript exceeded the maximum for any size-group high school.

\* These scores were compiled from Table I and Table IX.

\*\* These scores were compiled from Table I and Table X.

The A, B, and C size schools yielded a deficiency of 1:3:1 respectively for a sum of five in American History. This indicates that one of forty-six transcripts was deficient in meeting South Dakota legal requirements in American History.

The deficiencies in American Government loomed up rather strong. In the A school transcripts there were three deficiencies out of fifty-four showing a ratio of 1:14. There were thirteen deficiencies in the

165 B school transcripts yielding a ratio of approximately 1:3. The 100 C school transcripts yielded nineteen deficiencies in American Government producing a ratio of approximately 1:5. The sum of the A, B, and C school deficiencies equals thirty-five or a ratio of approximately 1:9 is produced for the entire group deficient in American Government.

There were no cases where a transcript from a class A school offered less than the legal requirement of two units. There were five B school transcripts which failed to produce two units of Social Science out of the 165 B school transcripts, and one C school transcript failed to yield two units of Social Science. The sum of transcripts deficient in the number of units offered is six. About one transcript in fifty-three offered less than the state of South Dakota requires when the deficiency of six was divided by 319, the total sample.

The total legal deficiencies in Social Science found in the fifty-four A school transcripts were four, producing a ratio of approximately 1:12. The legal deficiency in the 165 B school transcripts were twenty-one indicating a ratio of approximately 1:8. The 100 C school transcripts yielded a total of twenty-one deficiencies indicating a ratio of approximately 1:5. The sum of all the deficiencies on all transcripts was forty-six. The writer, however, noted that there were five transcripts (not shown in Table VI) that had two deficiencies.

It should be noted that the deficiencies in American Government were about three times greater than all the other deficiencies combined. All in all, excepting as noted for American Government, there were very few deficiencies in this area.

# Frequency and Total Credits Offered by Size of Offering in Social Science

Social Science was offered the greatest (modal) number of times as three units. The three-unit offerings also produced the greatest total of units offered.

TABLE VII. COMPARISON OF THE ENTRANCE CREDIT OFFERINGS IN SOCIAL SCIENCE BY SIZE, FREQUENCY AND TOTAL UNITS OFFERED

Size of Offerings (units)	Frequency	Total Units
$\frac{1}{2}$	1	.5
1	2	2
$1\frac{1}{2}$	3	4.5
2	51	102
$2\frac{1}{2}$	56	140
3	105	315
$3\frac{1}{2}$	58	203
4	33	132
$4\frac{1}{2}$	6	27
5	4	20
Totals 319		946
Mean Offering		2.96 units

The mean offering was 2.96 units. The median also falls in the three-unit group showing a very small amount of skewness toward the smaller-sized offerings. Table VII also indicates that there were six offerings below the legal limit of two units for Social Science in South Dakota on 319 transcripts offered for entrance at State College.

Social Science Credit Offered As Whole and Half Units

The sampling produced 946 whole units of credit in Social Science (see Table VII or VIII). The 946 units were produced from a total of 1,306 whole and half-unit offerings which were the sum of the total whole and half units.

TABLE VIII. WHOLE AND ONE-HALF UNITS OFFERED ON TRANSCRIPTS IN THE FIELD OF SOCIAL SCIENCE BY SUBJECTS BY COLLEGE ENTRANTS

Social Science Subjects and Courses	Entrants' Offerings in Field of Social Science			
	Units of Credit			Sum in
	Whole	One-half	Whole and One-half	Whole Units (weighted)
<hr/>				
<u>HISTORY</u>				
American	280	34	314	297.0
World	234	5	239	236.5
Ancient	2	2	4	3.0
Medieval		2	2	1.0
Religious		1	1	.5
Total	516	44	560	538.0
<u>GOVERNMENT</u>				
American	9	258	267	138.0
Problems of Democracy	9	8	17	13.0
International Relations	1	28	29	15.0
Citizenship	1	4	5	3.0
World Government		5	5	2.5
Total	20	303	323	171.5
<u>SOCIOLOGY</u>				
Sociology (proper)	3	138	141	82.0
Freshman	43	22	65	54.0
Modern Problems	2	1	3	2.5
Family Relations		3	3	1.5
Total	48	164	212	140.0
<u>ECONOMICS</u>				
Economics (proper)	2	130	132	67.0
World Work		1	1	.5
Consumer Buying		1	1	.5
Total	2	132	134	68.0
<u>World Geography</u>		29	29	14.5
<u>Psychology</u>		28	28	14.0
Total	586	720	1,306	946.0

The various courses of History produced 516 whole units as compared with forty-four half-unit offerings with a weighted sum of 538 whole units.

Thus History was offered twelve times as whole unit for each time it was offered as a half-unit credit.

A different picture was presented in the rest of the fields of Social Science which offered Social Science credits only seventy times as a whole unit but 676 times as a half unit, indicating a ratio of about 1:10 in favor of the half units. (Ratio not shown in Table VIII.)

History was offered by entrants to State College 560 times for a total of 538 whole units being mainly offered as a whole unit. The fact that it was offered so many times as full units of credit causes speculation as to whether or not History is considered by most educators and legislators as the key to social learning as well as the parent of the other Social Sciences. The great number of "splinter" courses (see Table VIII) indicate the overlapping nature of Social Science in subject matter and the great possibilities of enrichment to the teaching field of Social Science.

#### Brief Summary to Section III

Very little difference was found in the offerings made in Social Science by men and women entrants. The mean offering of the women was about .14 less than the mean for the whole group, which was 2.96 units.

There were forty-one transcripts which were incomplete in their legal content, a ratio of about 1:8. Mainly those were in the Government subject.

The range of the Social-Science entrance credit offerings was 4.5 units, the lowest being a half unit and the highest being five units. The modal offering was three units.

History credits were offered by entrants twelve times as often as a whole unit as compared to a half unit, whereas the other Social

Science subjects were offered as entrance credit about ten times as often as one-half unit offerings as it was as whole units.

As indicated above, four A class school transcripts showed a variation from the state requirements for an approximate ratio of 1:14; the B school transcripts varied from the legal requirements in ratio of approximately 1:8; and the C school transcripts varied in ratio of approximately 1:5. It was found that the entrants from the smaller high schools failed to fulfill state requirements in Social Science somewhat more frequently than did the entrants from the medium and larger-sized high schools.

## SECTION IV

### DIFFERENCE IN UNITS IN SOCIAL SCIENCE SUBJECTS BY FRESHMAN ENTRANTS IN 1951-'52 AND 1952-'53

In Section III the following Social Science data were analyzed, namely: (1) Transcripts in Social Science from A, B, and C schools, (2) Social Science offerings of men and women, (3) units of Social Science offered by the average student entering State College in the years 1951 and 1952, (4) variation of certain state requirements in Social Science, (5) frequency total offerings according to size of offerings in Social Science.

The purpose of Section IV is to analyze the data of this problem as it pertains to the six subject-matter fields of Social Science as were arbitrarily set forth in Section II. The subject-matter fields are History, Government, Economics, Sociology, Geography, and Psychology.

#### Offerings in History by Entrants

History was offered as entrance credit more times at State College than any other subject-matter field in Social Science. The distributions are shown in Table IX. Subjects in the field of History were offered 560 times by the 319 transcripts taken, which makes a mean offering of 1.68 units of credit per pupil. This was the greatest number of offerings in any of the fields of Social Science. It should be borne in mind that History is most generally a full-unit high-school subject and often prescribed.

There were five transcripts in American History which failed to meet the state's legal requirement of one-half unit for graduation. It was offered as a full unit 280 times, as a half unit thirty-four times.

World History proved to be a popular elective. It was offered 219

times and appeared to be especially popular in the smaller C class schools where it was offered ninety-five times by the 100 transcripts in that class. Only one-half of the entrants from the A class schools offered World History, and two-thirds of the B school entrants made offerings.

TABLE IX. OFFERINGS IN HISTORY BY ENTRANTS

No. of Entrants	Size-School Group						Times Offered	Total Offerings	Sum in Whole Units (weighted)
	<u>A</u>	<u>B</u>	<u>C</u>	<u>A</u>	<u>B</u>	<u>C</u>			
Unit of Credit	1 ½	1 ½	1 ½	1 ½	1 ½	1 ½	1 ½		

HISTORY

American	45	8	143	14	87	12	280	34	314	297
World	28	0	114	2	92	3	234	5	219	236.5
Ancient			1	2	1	0	2	2	4	3
Medieval			0	2			0	2	2	1
*Religious			0	1			0	1	1	.5
Totals	73	8	263	21	180	15	516	44	560	538.0

Note: Mean units offered in History per entrant was 1.68.

\* "Religion" was offered five times as Social Science, each time by a class B parochial-school transcript. These were not counted on the assumption that religion is not deemed a science by the writer. "Religious History" was counted because it contained the word "history."

Ancient, Medieval, and Religious History combined were offered only seven times, or about once in every forty-five transcripts. The mean units offered in the field of History were 1.68 (shown in Table XIII). It was offered as a full unit subject 516 times compared to forty-four one-half unit offerings, a ratio of about 12:1.



### Offerings in Government by Entrants

Government was offered as full units of credit only twenty times to 303 times offered as half-unit credits. The mean units offered were only slightly over one-half unit (see Table XIV). American Government, one of the required Social Sciences in South Dakota, was offered 207 times on the 319 transcripts.

TABLE X. OFFERINGS IN GOVERNMENT BY ENTRANTS

No. of Entrants Units of Credit	Size-School Group						Times Offered	Total Offer- ings	Sum in Whole Units (weighted)
	<u>A</u> 54	<u>B</u> 155	<u>C</u> 100	<u>D</u> 31	<u>E</u> 11	<u>F</u> 1			
	1 ½	1 ½	1 ½	1 ½	1 ½	1 ½			
<u>GOVERNMENT</u>									
American Gov't	1	47	3	136	5	75	9	208	138
Problems of Democracy	2	1	6	7	0	0	3	6	13
International Relations	0	6	0	14	1	8	1	26	16
Citizenship	1	1	0	2	0	1	1	4	3
World Gov't	0	0	0	4	0	1	0	5	2.5
Totals	4	55	9	163	7	85	20	303	171.5

Note: Mean units in Government per entrant were .53.

Problems of Democracy, a fused course, of which about fifty per cent of the subject matter may be classified under Government and the remainder under Sociology and Economics, was classified as Government. International Relations is a study chiefly concerned with the functions of our State Department and its relations to other foreign governments and was, therefore, placed in the Government column. In many high schools the course, Problems of Democracy, is offered in lieu of American Government to satisfy state requirements for high-school graduation. Where it occurs, it is classified as American Government in this report.

Citizenship, made up of about two-thirds Government and one-third Sociology, therefore, also logically falls in the Government group. There is, however, a compensating factor. It is an undeniable fact that other subjects in the field of Social Science contribute to the knowledge of government, although to what degree could be determined only by further research. The point, however, is not too important, from the standpoint of the educator and curriculum maker, because all Social Science, as taught through our high-school Social Studies, have a common objective; that of teaching people how to get along with each other.

Only one in twenty transcripts examined offered Problems of Democracy, one in ten offered International Relations, one in sixty-four offered Citizenship, and one in sixty-four offered World Government.

The A school entrants offered Government and Related Subjects four times as a full unit and fifty-five times as a half unit making a total offering of fifty-nine (not shown in Table X). The mean offering in Government was .54 units of credit.

Offerings in Sociology and Related Subjects by Entrants

The field of Sociology, as offered in the transcripts, appears to have the greatest number of "splinter" courses. They were grouped rather arbitrarily by the writer. Courses taken by juniors or seniors whose titles strongly indicated that the subject-matter was predominantly sociological in character were grouped together under the title Sociology. In many cases the writer suspected that the course name given on the transcripts was the same as the name of the textbook used in teaching the course. Sociology was offered by about one-half of the transcripts of which only three were full-unit offerings.

TABLE XI. OFFERINGS IN SOCIOLOGY AND RELATED COURSES BY ENTRANTS

No. of Entrants Units of Credit	Size-School Group						Times Offered	Total Offer- ings	Sum in Whole Units (weighted)
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>			
	54	165	100				319		
	1 ½	1 ½	1 ½				1 ½		
<u>SOCIOLOGY</u>									
Grades 11-12	2	26	1	72	0	60	3	158	82
Grade 9	3	3	14	9	21	10	43	22	54
Modern Problems	2	1	0	0	0	0	2	1	2.5
Family Relations	0	3	0	0	0	0	0	3	1.5
Totals	12	33	15	81	21	70	48	184	140.0

Note: Mean units offered in Sociology per entrant were .429.

The course listed as Freshman Sociology (grade 9), in contrast with upper-grade Sociology, was offered forty-three times as a full unit and twenty-two times as a half unit, or an offering favoring the full unit by about 2:1.

Modern Problems appeared on the transcripts only three times, each time from a class A high school. Family Relations, as a course, was offered

only from Sioux Falls.

With the exception of Freshman Sociology (9th grade), Sociology was offered almost entirely as a half unit. The mean units offered in Sociology and Related Subjects were .429 units of credit (see Table XIV).

#### Offerings in Economics by Entrants

Economics and its Related-Subject courses are electives in high school. Judging from the sampling in the present study, only one in about three students had taken Economics in high school. It was offered almost exclusively as a one-half unit subject. The mean offering was about .2 units per transcript. There is a compensating factor as previously mentioned in this report. Most Social-Study courses, by their very nature, contain some economic subject matter--especially fused courses. For that reason the exact amount of Economics to which a high-school student is exposed is highly indeterminate. In Economics there was very little difference between the ratio of offerings of entrants from the A, B, and C sized schools.

TABLE XII. OFFERINGS IN ECONOMICS AND RELATED COURSES BY ENTRANTS

No. of Entrants Units of Credit	Size-School Group						Times Offered	Total Offer- ings	Sum in Whole Units (weighted)
	<u>A</u> 54	<u>B</u> 168	<u>C</u> 100						
	1 ½	1 ½	1 ½			1 ½			

#### ECONOMICS AND RELATED COURSES

Economics	1	21	0	68	1	43	2	130	132	67
World Work	0	0	0	1	0	0	0	1	1	.5
Consumer Buying	0	0	0	1	0	0	0	1	1	.5
Totals	1	21	0	68	1	43	2	132	134	68.0

Note: Mean units in Economics and Related Subjects offered per entrant were .213.

The transcripts from A schools produced a total of one full-unit offering and twenty-one half units making a total of twenty-two offerings.

The B school transcripts produced sixty-eight half units, whereas the C school transcripts produced two full units and 132 one-half units offerings. The total offerings were 134, the equivalent of sixty-eight units offered. Approximately forty per cent of the entrants received at least one-half unit of Economics or Related Subject in high school. There were only two exceptions to the one-half unit offerings in Economics. The mean offering in Economics and Related Subjects were .213 units of high school credit.

#### Offerings in Geography and Psychology by Entrants

Geography and Psychology were placed in the same section and same table for convenience and to save space and not because of relationship between the two.

World (global) Geography was offered twenty-nine times as a half-unit or equivalent to 14.5 units in all. Approximately one entrant of every ten offered World Geography.

TABLE XIII. OFFERINGS IN WORLD GEOGRAPHY AND PSYCHOLOGY BY ENTRANTS

No. of Entrants Units of Credit	Size-School Group						Times Offered	Total Offer- ings	Sum in Whole Units (weighted)
	<u>A</u>		<u>B</u>		<u>C</u>				
	54		165		100		319		
	1	$\frac{1}{2}$	1	$\frac{1}{2}$	1	$\frac{1}{2}$	1	$\frac{1}{2}$	
<hr/>									
<u>GEOGRAPHY</u>									
World (global)	0	3	0	13	0	13	0	29	14.5
<hr/>									
PSYCHOLOGY	0	16	0	2	0	10	0	28	14.0

Note: Mean units offered in Geography per entrant were .045.

Mean units offered in Psychology per entrant were .044.

World Geography was offered only three times in the fifty-four A school transcripts, thirteen times in the 165 B school transcripts, and thirteen times in the 100 C school transcripts. These figures would indicate that the smaller the school, the more Geography was offered by the entrants. It is the writer's opinion that caution should be used in

Making a very definite statement here because these subjects are offered as entrance credit by so few students. Approximately fourteen units of credit were offered in both Geography and Psychology.

Psychology was offered twenty-eight times as a half unit. This is equivalent to fourteen units. Psychology was offered sixteen times by the fifty-four A school transcripts, two times by the 135 B school transcripts, and ten times by the 100 C school transcripts, indicating that thirty-three per cent of the A school entrants had taken Psychology in high school, whereas less than two per cent of the B school entrants had taken it, and ten per cent of the C school entrants produced offerings in Psychology. These wide variations between the ratios of the different groups are challenging and would lend themselves to further investigation.

Brief Summary and General Comments on Section IV

The transcripts used in this study showed that the mean-unit offerings in the different fields of Social Science ranged from 1.686 units to .044 units (see Table XIV). One hundred per cent of the entrants presented at least one-half unit in some course of History ranging down to four per cent in Psychology offerings.

TABLE XIV. MEAN UNITS OFFERED IN SOCIAL SCIENCE SUBJECTS AND PERCENTAGE OF ENTRANTS MAKING OFFERING

Subjects Offered	Entrants' Mean Units Offered	Percentage Entrants Making *Offering	Percentage Entrants Not Making *Offering
History	1.686	100	0
Government	.538	98	2
Sociology	.429	78	22
Economics	.213	42	58
Geography	.045	5	95
Psychology	.044	4	96

\* A special tabulation was made to arrive at the percentages given in these columns.

In the field of Social Science more History units of credit were offered at State College than all the rest of Social Science combined. Due to the fact that History was offered mainly as whole-unit credit and the other subjects in Social Science were offered mainly as one-half unit credit, it accounted for a little less than one-half of the offerings made in this study. World History was offered by about four-fifths of the entrants to State College. Ancient, Medieval, and Religious History combined were offered only seven times by the 319 entrants who were the population of the problem. American History offerings failed to meet the requirements of the State Department of Public Instruction on five transcripts and American Government was short thirty-five times.

Courses in Social Science as taught through the so-called Social Studies in high school supplement each other. History and Government accounted for more than three-fourths of the units of high-school credits offered in this study. However the less frequently offered subjects and "splinter" courses should not be discounted in their contribution to the total understanding of human relations in high school. They constitute a sizeable amount of the total offerings and enrich the whole field of Social Science studies. The trite saying is applicable here that the "trees should not hide the forest."



## SECTION V

### SUMMARY

#### A Recapitulation of the Study

The general purpose of this study was to investigate what young men and women are offering in Social Science when they enter State College. Because State College is an institution supported by the people of South Dakota, it is primarily interested in the entrants from this state.

The specific aims of the study in Social Science were:

1. To determine the mean offerings of the above mentioned group.
2. To determine to what degree the entrants are satisfying the legal requirements for this in South Dakota.
3. To show how much variation there was in the entrants' offerings from the different sized high schools.
4. To determine what the effects of sex has on the Social Science offerings at State College.
5. To determine the number of units offered in Social Science as a whole and of the separate Social Science courses.

For practical purposes this study was limited only to transcripts from accredited high-school graduates of South Dakota, entering the years of 1951-'52 and 1952-'53. No attempt was made to analyze any general situation, or to determine a trend, in the A, B, and C sized high schools of South Dakota.

Decision was made to use the term "Social Science" as defined by Carr, Wesley and Murra. The term "offering" is used to designate the evidence of high-school credit acceptable for entrance at State College.

In order to learn what the requirements for graduation from accredited

high schools in South Dakota were, the writer ascertained that data from the Department of Public Instruction of South Dakota.

The field of Social Science is arbitrarily divided into History, Government, Economics, Sociology, Geography, and Psychology. One difficulty encountered was that the same subject matter was offered under a variety of names.

Interest in research in Social Science attests to the fact that the study of human relationships is vital.

The data were taken from the students' folders in the Registrar's Office, 319 of which were chosen by chance selection.

To avoid errors in tabulation, the raw scores were rechecked against the transcripts. Derived scores were double-checked and balanced when tabulated. To insure accuracy, a tabulating machine was used.

Any school whose enrollment was 400 or over was classified as an A school; one with an enrollment 100 to 399 was classified as a B school; and a school of less than 100 enrollment was classified as a C school.

The samplings of transcripts showed that there were 218 men and 101 women in the group studied.

#### Summary of Findings

1. Social Science lends itself to six widely overlapping categories. It is offered in the transcripts under so many names that it is hard to determine just where many of the "splinter" subjects should be classified. Many of them are fused and logically fall in two or several different categories.

2. In the field of History, American History was offered by all but four of the entrants, predominantly as one-unit offerings. World History was a very popular elective being offered by slightly over two-thirds of the entrants. Ancient, Medieval and Religious History were offered only seven times on the 319 transcripts. In History the offerings of the entrants were a mean of 1.5 units. The offerings in World History were especially large from the small schools.

3. In the field of Government, offerings were made by about five-sixths of the entrants. The offerings were predominantly of one-half units. The mean offering was slightly over one-half unit per entrant because of the large number of one-half unit offerings. The size of the schools apparently had little effect on the offerings in the field of Government.

4. In the field of Economics, very few offerings were made except in regular Economics. Approximately two-fifths of the 319 entrants made offerings in the field of Economics, and these were predominantly one-half unit offerings, therefore the mean unit offering was about one-fifth unit per entrant. The small showing made in Economics is undoubtedly offset to some degree by some Economics being taught in fused courses. Apparently the size of the school had little effect on the offerings in Economic subjects.

5. There were more "splinter" subjects in Sociology than in any other course offered. Sociology was offered in approximately one-half of the transcripts as one-half units. Only forty-eight offerings were full units. Since it was offered 232 times by 319 entrants, it could be assumed to be a popular subject. Students from C size-schools offered Sociology slightly more than did the entrants from the A and B size schools.

6. World Geography was offered in all size-school groups, but the mean offering in the smaller schools was greater than in the larger schools. Only one entrant in about seven offered World Geography and they were entirely half-unit offerings.

7. Psychology was offered by less than one-seventh of the entrants. For some unexplained reason, it was offered quite generously by students from A group schools and one out of ten times by students from C group schools, whereas it was offered only two times in 165 B school transcripts. It was offered entirely as a half-unit.

8. About one entrant in eight offered a transcript with so-called legal deficiencies in Social Science. These deficiencies were predominantly in American Government.

9. The mean difference between the Social Science offerings by male and female students was very small. The only group which deviated very widely from the mean for the whole sampling were the women in the A size-school group (less than one half-unit difference). In as much as there were only sixteen women in the A size-school group, it is quite possible that the difference was due to chance in the sampling.

The men from the C size-school group offered the greatest mean units (3.37) and the girls from the A size-school group offered the least (2.89). The mean offering in Social Science by both men and women was 2.96 units.

10. The range in the size of the offerings in Social Science by

entrants showed a great variation in the amount. Six entrants offered less than the legal requirement of two units of credit in Social Science. The lowest amount of Social-Science credit of any student was one-half unit and the highest amount was five units.

### Precautions

In interpreting the results of this study, it should be kept in mind that the general run of students attracted to State College are seeking a practical type of education quite different from that sought in some other institutions. Generally in high school they would be more interested in science and mathematics than in Social Science. It appears possible because of this fact that the entrants in 1951-'52 and 1952-'53 school years did not constitute a representative sample of all South Dakota high-school graduates. This being the case, one cannot be justified in predicting that the same or similar results would be obtained if a comparable study were to be conducted at any other institution in South Dakota. However, because of the sample used here, we are confident that the findings fit these students at State College.

Further precaution should be used in translating the results of this study because of the fused nature of Social Studies through which Social Science is taught in high school, and by the very nature of Social Science itself. For practical purposes research men have been forced to delimit their fields of activities, which in fact does not change society, (the subject) one iota. For example, history deals with every phase of human life, economics, politics, religion, and art. It is, therefore, the opinion of the writer that the actual background that the high-school graduate has acquired in Social Science is determined more by the total amount and quality of work he has done in Social Science than by the particular courses he has taken, and that evaluation

should be made in the light of this consideration.

#### Suggestion for Further Research

The scope of this problem was highly restricted by the nature of the data and by the limitations placed upon it. It is a status study of only a part (Social Science) of the offerings given by entrants to State College. It is the opinion of the writer that more investigation of a nature similar to this and the Wiseman study could be profitably done for the purpose of obtaining a fuller picture of the high-school preparation of entrants to State College. This could be carried on at time intervals by students of the college so that definite trends in secondary-school education could be shown in South Dakota by the high-school graduates who choose to enter State College.

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# SPRING 1953 STUDY

Offering in Social Science for Freshman Entrance to South Dakota State College by:

Name Katherine Smith; Sex (check) Male ( ) Female ( ☒ );

Name of High School Brentwood; Number enrolled     ; Class (A   ) (B   ) (C   )

Subjects	(Check)	$\frac{1}{2}$ Unit	1 Unit	More	Remarks
History-Ancient					
World			1		
American			1		
Freshman Sociology					
American Government			1		
Economics		1			
Inter Relations					
Problems of Democracy					
Sociology		1			
World Government					
<u>Geography</u>		1			
TOTAL UNITS					<u>4 1/2</u>

Entrance Date 1952

Tally Sheet Used in Tabulating Raw Scores